DOCUMENT RESUME

ED 336 525 CE 058 864

TITLE	Child Care and Guidance Management and Services Programs. Child Care Worker. Performance Objectives and Criterion-Referenced Test Items.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	Jun 91
NOTE	219p.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 40-7700-E: $20.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; *Child Caregivers; Child Care Occupations; Child Development; Competency Based Education; *Criterion Referenced Tests; Day Care; Item Banks; Leadership Training; *Occupational Home Economics; Postsecondary Education; Secondary Education; Student Organizations; *Test Items
IDENTIFIERS	Missouri

ABSTRACT

A minimum of two performance objectives have been developed and validated for each competency in the child care and guidance management and services programs of Missouri's Vocational Instructional Management System. These objectives, as well as one criterion-referenced test item per objective are presented in this publication. The 17 resources used for drafting the child care worker performance objectives and criterion-referenced test items are listed. Duty areas covered are as follows: providing a safe environment; providing a healthy environment; creating a learning environment; promoting physical development; facilitating cognitive development; communicating effectively; encouraging creativity; developing social skills; enhancing self-concepts; providing guidance; relating to families; maintaining the program; displaying professionalism; recognizing special needs; and developing leadership through Future Homemakers of America. Each performance objective is keyed to a duty area and task. The objective includes (1) a "given," i.e., something pre-supplied, such as a case-study, a piece of information, a problem; (2) a task; and (3) criteria for achievement of the objectives. The correct response to the criterion-referenced test item for each performance objective is indicated. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336525

CE058864

40-7700-E

Performance Objectives and Criterion-Referenced Test Items

Child Care and Guidance Management and Services Programs

Child Care Worker

INSTRUCTIONAL MATERIALS LABORATORY • UNIVERSITY OF MISSOURI-COLUMBIA • COLUMBIA, MO

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES PROGRAMS

CHILD CARE WORKER

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
June 1991

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

Development of Performance Objectives and Criterion-Referenced Test Items was a collaborative effort involving the talents, time, and cooperation of many individuals. Appreciation for the many hours of hard work is extended to each participant.

SUPPORT AND DIRECTION

Home Economics Instructional Materials Steering Committee Membership 1989-90

State Staff, Department of Elementary and Secondary Education:

Cynthia Phillips, Director
Jeannine Brickey, Supervisor
Audrey Eberlin, Supervisor
Debbie Pohl, Supervisor
Nancy Worts, Supervisor and State FHA/HERO Advisor

Representatives, Universities and Colleges:

Wanda Beard, Central Missouri State University, Warrensburg
Sarah Bivins, Penn Valley Community College, Kansas City
Teresa Geisler, The College of the Ozarks, Point Lookout
Joan Quilling, University of Missouri, Columbia
Frances Shipley, Northwest Missouri State University, Maryville
Joyce Waldron, Southwest Missouri State University, Springfield
Debra Wooldridge, Southeast Missouri State University, Cape Girardeau

Home Economics Extension:

Jan Clark, University of Missouri, Columbia

Chairpersons, Satellite Committees:

Cheryl Adams, Glasgow
Peggy Emerson, Reeds Spring
Nadine Hergesheimer, Appleton City
Connie Hoffman, Trenton
Alice Lauher, Maryland Heights
Dorothy Siler, Ava
Jacqueline Willms, Palmyra

Co-chairpersons, Satellite Committees:

Kathleen Barnett, Mansfield
Elizabeth Dunning, Deepwater
Jim Hintz, Springfield
Ellen Lane, St. Louis
Kathy Robertson, Gallatin
Rosemary Wellman, Memphis

CONTENT DEVELOPMENT

Advisory Committee: Revision of Competencies

Jan Brizendine, Active Learning, California
Gwen Coe, First Step Preschool, Camdenton
Pat Murray Cook, Boone County Division of Family Services, Columbia
Judy Duden, Kirksville Area Vocational School
Patricia Knowles, Macon Area Vocational School
Carolyn Rosser, Central Missouri State University, Warrensburg
Martha Smith, Family Day Care, Columbia
Jacqueline Stephenson, Kansas City School District
Carolyn Thomas, St. Louis Community College at Florissant Valley, St. Louis
Nancy Watrous, Apple Schools, Columbia
Darlene Young, North County Technical School, Florissant

Consultants:

Sharon Schattgen, Center for Educational Assessment, University of Missouri, Columbia

Writers: Child Care Worker

Judy Duden, Kirksville Area Vocational School
Julia Hampton, Jefferson College, Hillsboro
Patricia Knowles, Macon Area Vocational School
Pam May, Lake Area Vocational Technical School, Camdenton
Jacqueline Stephenson, Kansas City School District
Darlene Young, North County Technical School, Florissant

Writers: Leadership Development Through Future Homemakers of America

Charla Beckley, Halfway R-III Senior High School
Donna Cheek, Southwest Barry County R-V High School, Washburn
Doris Flagor, Adrian R-III Senior High School
Marilyn Franken, Moniteau County R-VI Senior High School, Tipton
Donna Franz, Oregon-Howell R-III High School, Koshkonong
Judy Guest, Southwest Livingston County R-I High School, Ludlow
Krista Hampton, South Iron County R-I High School, Annapolis
Connie Hoffman, Trenton R-IX Senior High School
Patricia Knowles, Macon Area Vocational School
Lori Long, Osage County R-I High School, Chamois
Donna McAdams, Salisbury R-IV Senior High School
Jeanette Moore, Bloomfield R-XIV Senior High School
Dorothy Pawling, Adams Junior High School, Trenton
Judy White, North Nodaway County R-VI Junior-Senior High, Hopkins
Cathy Woolfolk, Troy R-III Senior High School

Field Testing and Evaluation:

Professionals from child care services who participated in the validation of the competencies for Missouri Child Care Worker.

Occupational child care instructors who reviewed and validated the performance objectives and criterion-referenced test items included in this publication.

Review:

Sharon Schattgen, Center for Educational Assessment, University of Missouri, Columbia
Marcella Sleadd, Center for Educational Assessment, University of Missouri, Columbia
Nancy Worts, Supervisor and State FHA/HERO Advisor, Department of Elementary and Secondary Education, Box 480, Jefferson City, Missouri 65102

Editorial Staff, Instructional Materials Laboratory:

Harley Schlichting, Director
Phyllis Miller, Assistant Director
Mary Mathew, Editor
Beverly Brock, Assistant Editor
Lori Holliday, Word Processor

Technical Assistance:

Instructional Materials Laboratory
8 London Hall
University of Missouri
Columbia, MO 65211

FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help instructors and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987 is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Child Care Worker which were identified and validated by occupational child care instructors and personnel from child care services.

To further assist instructors in implementing VIMS into the Child Care and Guidance Management and Services Porgrams, a minimum of two performance objectives have been developed and validated for each competency by instructors with expertise in the area of child care. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the instructor's ability to recognize the student's mastery of competencies for the Child Care Worker.

RESOURCES FOR CHILD CARE WORKER
PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

A. Beaty, Janice J. Skills for Pre-School Teachers. Columbus, OH: Charles E. Merrill Publishing Co., 1988.

B. Bredekanp, Sue. Developmentally Appropriate Practices, Birth Through Age 8. Washington, DC: National Association for the Education of Young Children, 1988.

C. Brisbane, Holly E. The Developing Child. Mission Hills, CA: Glencoe Publishing, Co., Inc., 1988.

D. Child Care I and II. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1982.

E. Siders, Jane. Infants and Toddlers (Curriculum and Teaching). Albany, NY: Delmar Publishers, Inc., 1990.

F. Conger, Flora Stabler. Child Care Aide Skills. New York, NY: McGraw Hill, 1979.

G. Dodge, Diane. The Creative Curriculum for Early Childhood. Washington, DC: Teaching Strategies, 1988. (Video)

H. Dodge, Diane and others. Caring for Preschool Children. Washington, DC: Teaching Strategies, 1989.

I. Draper, Mary Wanda and Henry E. Caring for Children. Peoria, IL: Bennett and McKnight, 1979.

J. Feeney, Stephanie. Who Am I in the Lives of Children. Columbus, OH: Charles E. Merrill Publishing Co., 1987.

K. Guidebook for Developing a School Earthquake Safety Program. Washington DC: Federal Emergency Management Agency, 1990.

L. Herr, Judy. Working with Young Children. South Holland, IL: The Goodheart-Wilcox Company, 1990.

M. Marhoefer, Partricia E. and Lisa A. Vadnais. Caring for the Developing Child. Albany, NY: Delmar Publishers, Inc., 1988.

N. Mawhinney, V. Thomas and Corilee J. Peterson. Child Development Parenting and Teaching. Cincinnati, OH: South-Western Publishing Co., 1990.

O. Missouri State Licensing Regulations for Day Care Centers. Jefferson City: Division of Family Services, 1991.

P. Missouri State Licensing Regulations for Day Care Homes. Jefferson City: Division of Family Services, 1991.

Q. Pre-School Caregivers in Center-Based Programs. Washington, DC: Child Development Association (CDA) National Credentialing Program, 1989.

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 1 Use safe and legal transportation procedures

Performance Objective:

Given: Given a scenario involving the transportation of children,

Task: the student devises a check list using the Missouri regulations for transporting children in a vehicle

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The preschool class at Happy Days Child Care Center is planning to ride the center's van to visit the local fire station. Which step should **not** be included on a field trip checklist?

a. obtain parent's/guardian's signature on permission slip

b. * put children in the van as they arrive at the center

c. adjust and buckle seat belts around children before starting van

d. conduct a follow-up activity at the center upon returning from the field trip

(NOTE: * represents the correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 1 Use safe and legal transportation procedures

Performance Objective:

Given: Given a scenario involving the transportation of children (walking or riding in a vehicle),

Task: the student identifies a list of applicable safety rules for the trip

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** appropriate when taking children on a walking field trip?

a. * cross the street where it is most convenient

b. have parents/guardians sign permission slips

c. arrange for adequate supervision

d. review pedestrian safety rules with children beforehand

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 2 Check and maintain equipment

Performance Objective:

Given: Given a child care setting,

Task: the student compiles a safety and maintenance checklist of the daily evaluation of equipment

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should a child care worker check daily to evaluate equipment safety?

a. rough edges on toys and equipment

b. toys that do not work properly

c. missing pieces on toys and equipment

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 2 Check and maintain equipment

Performance Objective:

Given: Given a list of child care equipment,

Task: the student matches the equipment to the appropriate developmental level of children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which equipment is appropriate for two-year-olds?

a. peg boards

b. * four-piece puzzles

c. small manipulative blocks

d. tricycles with pedals

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	A	Providing a Safe Environment
Task:	3	Use emergency first aid

Performance Objective:

Given:	Given a scenario depicting a child as a victim of a sudden illness,
Task:	the student evaluates symptoms and determines appropriate first aid treatments
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Carrie has vomited after eating a snack at the child care center. Which action should the child care worker take?

a. give Carrie something to eat since her stomach is empty

b. * isolate Carrie from the other children and call her parent/guardian

c. give Carrie a large glass of cold water to prevent dehydration

d. allow Carrie to stay at the child care center because the snack probably just disagreed with her

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 3 Use emergency first aid

Performance Objective:

Given: Given a scenario depicting a child involved in an accident,

Task: the student performs emergency first aid

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Nathan fell off the slide and landed on his arm. Nathan is crying and complaining of severe pain. Which action should the child care worker take?

a. make a splint

b. move Nathan's arm in a circular direction to determine if it is broken

c. ask Nathan to try and move his arm

d. * immobilize Nathan's arm and call his parent/guardian

(NOTE * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 4 Provide and maintain safety indoors and outdoors

Performance Objective:

Given: Given an indoor safety checklist and a child care setting,

Task: the student evaluates the indoor environment

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which item should the child care worker check for smoothness and splinters?

a. tricycles

b. crayons

c. * Lincoln Logs™

d. Lego™ blocks

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 4 Provide and maintain safety indoors and outdoors

Performance Objective:

Given: Given an outdoor safety checklist and a child care setting,

Task: the student evaluates the outdoor environment

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should **not** be included on a checklist for evaluating the safety of a tricycle path?

a. clearly marked

b. gently curved

c. * in a straight line

d. separate from large group areas

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	A	Providing a Safe Environment
Task:	5	Give CPR

Performance Objective:

Given: Given a list of emergency situations,

Task: the student determines the necessity of CPR or artificial respiration

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. The child care worker should start artificial respiration immediately if a child complains of shortness of breath and is wheezing.

CHILD CARE WORKER

Competency:

Duty Area:	A	Providing a Safe Environment
Task:	5	Give CPR

Performance Objective:

Given: Given CPR instruction,

Task: the student explains the steps in CPR

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the correct order for the first three steps of CPR procedure?

a. * tap the victim; ask, "Are you okay?"; send for help

b. give two short breaths; lift jaw; send for help

c. lift the jaw; shake the victim; send for help

d. send for help; shake the victim; give five breaths

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	A	Providing a Safe Environment
Task:	6	Arrange physical space and equipment to ensure safety

Performance Objective:

Given:	Given a scenario of a child care setting with unsafe practices,
Task:	the student identifies the unsafe practices
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The fenced, grass-surfaced playground at Wee Care Child Care Center features tricycle paths, climbing equipment, and a large quantity of outside play toys and equipment. On a typical day, the adult to preschooler ratio is 1:15. Each day, Wee Care reports a greater than average number of minor injuries on the playground. Which measure(s) should be taken to make the playground safer?

a. cushioning material placed under climbing equipment

b. adult to child ratio adjusted to 1:10

c. toys and debris cleared away daily

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	A	Providing a Safe Environment
Task:	6	Arrange physical space and equipment to ensure safety

Performance Objective:

Given:	Given an illustration of a potential child care facility,
Task:	the student recommends changes needed to provide a safe environment
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Kinder Cottage Child Care Center has a large, centrally-located area for circle time. Which plan describes the safest placement of four learning centers: blocks, dramatic play, art, and a quiet area?

a. Move the circle time area to one end of the room and put the centers at the other end, with the quiet area and art area close together.

b. * Leave the circle time area in the central area and place the learning centers in each corner of the room, with the block and dramatic play areas close together.

c. Arrange the learning centers in a straight line in the middle of the room in the following order: blocks, art, quiet area, dramatic play.

d. Do away with the circle time area and rotate the learning centers weekly around the four corners of the room.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 7 Handle emergency situations

Performance Objective:

Given: Given a list of emergency situations (e.g., fire, tornado, earthquake),

Task: the student explains the procedures for handling the situations

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an appropriate action to take when indoors during an earthquake?

a. stay inside the building

b. crawl under a sturdy table

c. move away from windows

d. * move to an exterior wall

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: A Providing a Safe Environment

Task: 7 Handle emergency situations

Performance Objective:

Given: Given a child care setting,

Task: the student develops an emergency plan for an earthquake, a fire, or a tornado

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Holly Circle Child Care Center is located in a two-story building. Which steps should be included in an emergency plan for a tornado?

a. * Open windows and doors and use the stairs to seek shelter in a room without windows on the lowest floor.

b. Close windows and doors and crawl under a table in the child care center.

c. Open windows and doors and go outside to an open field near the child care center.

d. Close windows and doors and use the elevator to seek shelter in a room without windows on the lowest floor.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 1 Meet health requirements (child care worker)

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies stress management techniques

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is true regarding stress management techniques?

a. Regular exercise tends to cause more stress.
b. Shallow breathing helps control stress.
c. Working longer hours to get the job done eliminates stress.
d. * Total body relaxation can help reduce stress.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 1 Meet health requirements (child care worker)

Performance Objective:

Given: Given city, county, and state health regulations,

Task: the student lists all health requirements mandated by city, county, and state for child care workers

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which health requirements must a child care worker meet to work in a child care center in Missouri?

a. * TB test and physical examination

b. physical examination and dental examination

c. TB test and DPT vaccination

d. DPT vaccination and physical examination

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 2 Plan and prepare nutritious meals and snacks

Performance Objective:

Given: Given a list of nutritious foods,

Task: the student matches the food containing a primary nutrient to the function of that nutrient

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the food to the function of the primary nutrient associated with it.

FUNCTION

_b_ 1. strengthens bones, teeth, and muscles

_a_ 2. aids in building and growth of body cells

_e_ 3. builds healthy red blood cells

_d_ 4. converts food to energy

FOOD

a. yellow vegetables

b. milk

c. refined sugar

d. whole grain cereal

e. liver

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 2 Plan and prepare nutritious meals and snacks

Performance Objective:

Given: Given classroom instructions and a text,

Task: the student plans a well-balanced menu which includes the basic food groups for children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which lunch menu provides the best balance of basic food groups for preschool children?

a. * milk, fish sticks, carrot sticks, bread, applesauce

b. milk, spaghetti with tomato sauce, mashed potatoes, orange wedges

c. milk, macaroni and cheese, green beans, pudding

d. milk, hamburger patty, carrot and raisin salad, ice cream

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 2 Plan and prepare nutritious meals and snacks

Performance Objective:

Given: Given a menu,

Task: the student evaluates the factors in planning, purchasing, preparing, and serving food to young children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Sunshine Center is serving bacon with breakfast, fried chicken with lunch, and chocolate chip cookies for a snack. Why is this menu plan unsatisfactory?

a. not enough nutrients

b. * too high in fat

c. too high in sugar

d. not enough color

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 3 Assess child's health status

Performance Objective:

Given: Given a child care setting,

Task: the student observes and notes health characteristics of children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which child appears to be in the best state of health?

a. Susan, age four, weighs 44 pounds and is 30 inches tall.

b. Sally, age three, is clean, has watery eyes, and a good appetite.

c. * Sara, age four, is curious and active, has good posture, and gets plenty of exercise.

d. Sharon, age three, has dark circles under her eyes, gets along with others, and has a clear complexion.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	B	Providing a Healthy Environment
Task:	3	Assess child's health status

Performance Objective:

Given: Given a list of communicable diseases,

Task: the student matches correct symptoms with the disease

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Tommy, age five, is scratching at several small, blister-like spots on his chest. Based on these symptoms, which disease might Tommy have?

a. head lice

b. measles

c. * chicken pox

d. impetigo

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 4 Provide and maintain sanitary conditions

Performance Objective:

Given: Given classroom instructions,

Task: the student demonstrates proper handwashing procedures

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a correct step in the handwashing procedure?

a. rub hands vigorously under running water

b. use liquid soap and scrub all surfaces

d. rinse hands well

e. * dry thoroughly with a terry cloth towel

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: B Providing a Healthy Environment

Task: 4 Provide and maintain sanitary conditions

Performance Objective:

Given: Given a food preparation situation,

Task: the student demonstrates sanitary procedures for food preparation, the serving area, and clean-up

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Use of a brand-name disinfectant is the only way to kill bacteria, viruses, and parasites on eating and food preparation surfaces in a child care center.

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 1 Select appropriate materials and equipment

Performance Objective:

Given: Given equipment catalogs,

Task: the student lists toys and equipment that could be made with a minimum of time and money

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Happy Times Child Care Center has a limited toy and equipment budget. Which items available from a catalog could also be made from free or inexpensive materials?

a. riding toys

b. * rhythm instruments

c. wooden puzzles

d. crayons

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 1 Select appropriate materials and equipment

Performance Objective:

Given: Given equipment catalogs and budget restrictions,

Task: the student develops a basic list of equipment for a child care setting

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Tricia, director of Wonderland Child Care Center, has a limited budget for basic equipment for the block area. Which item should she not purchase?

a. unit blocks

b. Lincoln Logs™

c. Lego™ blocks

d. * hollow cardboard blocks

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	2	Select developmentally appropriate activities

Performance Objective:

Given: Given a scenario,

Task: the student lists open-ended activities that are available to the children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jason, a child care worker, wants to provide more open-ended activities for his group. Which activity should he **not** choose?

a. blocks

b. sand

c. paint

d. * puzzles

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	2	Select developmentally appropriate activities

Performance Objective:

Given:	Given a list of materials available,
Task:	the student plans a developmentally appropriate activity for toddlers
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Susan, a child care worker in the toddler group, has a variety of materials available to her. Which is **not** appropriate for toddlers?

a. cardboard blocks

b. * tack hammer, nails, and saw

c. four-piece puzzles

d. rubber four-square balls

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 3 Plan activities to include all curriculum areas

Performance Objective:

Given: Given a list of curriculum areas (e.g., art, premath, science, music, social language),

Task: the student states an activity for each area

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the curriculum area to the associated activity.

		ACTIVITY		AREA
d	1.	Give each child at the table a spoon.	a.	art
c	2.	Pretend to read a book.	b.	social
e	3.	Put water and food in the crab cage.	c.	language
b	4.	Pretend to be the teacher.	d.	premath
			e.	science

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 3 Plan activities to include all curriculum areas

Performance Objective:

Given: Given classroom instructions,

Task: the student outlines a weekly lesson plan for a child care program

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** included in a weekly lesson plan?

a. goals and objectives

b. activities from all curriculum areas

c. individual, small group, and large group activities

d. * philosophy of the center

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 4 Use a variety of teaching techniques (e.g., transition)

Performance Objective:

Given: Given a scenario of a group of children,

Task: the student analyzes the group and determines which techniques would be appropriate

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Gary's group of four-year-old children get in trouble every day for running to the lunchroom. Which teaching technique could help solve this problem?

a. * effective use of transition activities

b. flannel board stories about rules

c. games using rules

d. puzzles which show children walking

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 4 Use a variety of teaching techniques (e.g., transition)

Performance Objective:

Given: Given classroom instructions and texts,

Task: the student lists teaching techniques that create a learning environment

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an effective teaching technique for young children?

a. field trips

b. fingerplays

c. * lecturing

d. storytelling

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 5 Plan and arrange learning centers allowing for child's exploration and self-discovery

Performance Objective:

Given: Given a child care setting,

Task: the student names four types of learning centers that encourage self-initiated play and discovery (e.g., block, housekeeping, art, science)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which learning center does **not** encourage a child's exploration and self-discovery?

a. block area

b. dramatic play

c. * video area

d. language

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	5	Plan and arrange learning centers allowing for child's exploration and self-discovery

Performance Objective:

Given: Given the dimensions and outline of a child care facility,

Task: the student diagrams a child care setting depicting learning centers that are easily accessible to the child

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which location is best for a quiet area?

a. close to bathroom and sinks

b. as close as possible to the outside play area

c. * away from the high-traffic areas

d. close to the kitchen area

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	6	Evaluate and adapt learning activities

Performance Objective:

Given:	Given an activity evaluation checklist and an opportunity to observe an activity,
Task:	the student assesses the effectiveness of the activity
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

An activity evaluation checklist includes these criteria to assess the effectiveness of an activity: Is the activity developmentally appropriate? Were concepts introduced in a stimulating manner? Were children involved in the activity?

Which activity does not score high using the checklist?

a. * 30-minute lecture on safety for two-year-olds

b. cooking activity making pudding with three-year-olds

c. outdoor nature walk with four-year-olds

d. obstacle course using boxes for 18-month-olds

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	6	Evaluate and adapt learning activities

Performance Objective:

Given: Given appropriate resource materials and instructions,

Task: the student prepares learning activities that will be developmentally appropriate for the needs of preschool children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A resource guide suggests using art supplies (crayons, markers, paper, and paste) as a learning activity. Which is the most effective adaptation for three-year-olds?

a. Give each child a sheet of paper and a pen to draw anything he/she wishes.

b. Have each child color precut circles and glue them on paper.

c. * Place materials on the table and encourage children to be creative.

d. Demonstrate drawing a house, then encourage children to draw one just like it.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: C Creating a Learning Environment

Task: 7 Establish a balanced daily schedule

Performance Objective:

Given: Given a daily time schedule,

Task: the student outlines activities to create a balanced daily schedule for infants, toddlers, preschool and school-age children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity is **not** appropriate for preschool children to begin at 3:00 p.m.?

a. snack

b. art activity

c. * nap

d. free play

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	7	Establish a balanced daily schedule

Performance Objective:

Given:	Given several prepared daily schedules,
Task:	the student recognizes mistakes in the schedule and/or activities that are inappropriate
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Preschool Child Care Schedule

7:15 a.m.	arrival, greeting, health check, inside play
7:45 a.m.	clean up room - bathroom break
8:00 a.m.	circle time/group language
8:30 a.m.	self-selected activities
9:30 a.m.	outside play
9:45 a.m.	wash hands
9:50 a.m.	breakfast

Which aspect of this schedule should be changed?

a. Children should not clean up the room.

b. Teacher should select activities for children.

c. * Breakfast should be served earlier.

d. Children should have more bathroom breaks.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	8	Plan for individual and group needs

Performance Objective:

Given: Given a child care setting with specific age groups,

Task: the student plans activities to encourage interaction that meets individual and group needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity does **not** encourage a preschool age child to interact with other members of the group?

a. playing a circle game

b. * watching an educational video

c. building a group block structure

d. participating in dramatic play

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	C	Creating a Learning Environment
Task:	8	Plan for individual and group needs

Performance Objective:

Given:	Given a list of children and their characteristics,
Task:	the student identifies ways to meet individual and group needs
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jimmy, a preschooler, has been attending Wee Care Center for two weeks. He is withdrawn and cries frequently. His behavior has become disruptive to the group. Which strategy will help Jimmy and the group?

a. share concerns about Jimmy's behavior with his parents

b. talk to other children about how they can help Jimmy adjust to being in the center

c. provide opportunities for Jimmy to feel successful and competent

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	D	Promoting Physical Development
Task:	1	Arrange and encourage large motor skills

Performance Objective:

Given:	Given a list of large motor skills and curriculum,
Task:	the student plans activities to encourage the development of skills for preschool children
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity encourages the development of large motor skills in preschool children?

a. stringing wooden beads

b. cutting shapes with scissors

c. * practicing standing broad jump

d. stacking small building blocks

(NOTE: * represents correct response)

Competency:

Duty Area: D Promoting Physical Development

Task: 1 Arrange and encourage large motor skills

Performance Objective:

Given:	Given classroom instructions and texts,
Task:	the student lists large motor skills that are appropriate for school-age children
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity does not encourage large motor skill development in school-age children?

a. participating in supervised soccer game

b. walking heel-to-toe on a balance beam

c. riding a bicycle

d. * working a jigsaw puzzle

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 2 Arrange and encourage small motor skills

Performance Objective:

Given: Given classroom instructions and texts,

Task: the student lists small motor skills that are appropriate for toddlers

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which small motor activity is not appropriate for toddlers?

a. building with blocks

b. * threading a needle

c. pouring from containers

d. scribbling on paper

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 2 Arrange and encourage small motor skills

Performance Objective:

Given: Given a list of small motor skills and curriculum,

Task: the student plans activities to encourage the development of skills for toddlers

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity does **not** encourage the development of small motor skills in toddlers?

a. stacking nesting objects

b. * throwing bean bags

c. twisting lids on jars

d. sorting shapes

(NOTE: * represents correct response)

Competency:

Duty Area: D Promoting Physical Development

Task: 3 Plan for indoor and outdoor developmentally appropriate activities

Performance Objective:

Given: Given a group of children,

Task: the student plans five outdoor developmentally appropriate activities that encourage physical development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which developmentally appropriate outdoor activity does not encourage physical development?

a. learning to roller skate

b. running an obstacle course

c. * planting seeds in paper cups

d. walking on the balance beam

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 3 Plan for indoor and outdoor developmentally appropriate activities

Performance Objective:

Given: Given a group of children,

Task: the student plans five indoor developmentally appropriate activities that encourage physical development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which indoor activity does **not** encourage physical development?

a. walking heel-to-toe

b. marching to music

c. * singing along with a tape

d. balancing on a beam

(NOTE: * represents correct response)

Competency:

Duty Area: D Promoting Physical Development

Task: 4 Assess child's physical development

Performance Objective:

Given: Given classroom instructions,

Task: the student compiles a list of integrated body movements

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Sally, age four, enjoys hopping on both feet, walking heel-to-toe on the balance beam, marching while playing a rhythm instrument, and jumping on a trampoline. Which of Sally's activities demonstrates integrated body movement?

a. hopping on both feet

b. walking heel-to-toe on the balance beam

c. * marching while playing a rhythm instrument

d. jumping on a trampoline

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 4 Assess child's physical development

Performance Objective:

Given: Given classroom instructions,

Task: the student compiles a list of integrated body movements

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not an integrated body movement?

a. marching and playing a rhythm instrument

b. running, jumping, and throwing a ball

c. * walking heel-to-toe for four steps

d. running and clapping during a game

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 4 Assess child's physical development

Performance Objective:

Given: Given a physical developmental checklist,

Task: the student observes and evaluates a child's physical development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Tammy is twelve months old. She is seated on the floor playing with a toy. When she drops the toy she crawls to retrieve it. While reaching out for the toy she sees a colorful object on the low table. Tammy crawls to the table, pulls to standing, grasps the object, and then lowers herself to a sitting position. Which item on the developmental checklist has Tammy not mastered?

a. rolls, crawls, or scoots

b. pulls to standing

c. sits alone well

d. * stands unaided

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 5 Interact appropriately with child's physical activities

Performance Objective:

Given: Given children's curriculum resources,

Task: the student interacts with a child in a physical movement activity

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jenny plans to interact with the children during a physical movement activity. Which interaction is the most appropriate?

a. holding child's feet on mat during exercise

b. counting the number of exercises being completed

c. giving praise and positive reinforcement

d. * actively participating by doing the exercises

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 5 Interact appropriately with child's physical activities

Performance Objective:

Given: Given classroom instructions,

Task: the student plans a creative movement activity

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is developed as a result of creative movement activity?

a. creativity

b. spatial awareness

c. gross motor skills

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 6 Provide opportunities for sensory experiences

Performance Objective:

Given: Given a sensory learning experience,

Task: the student extends the experience with questions, modeling, or new materials

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jon, a child care worker, uses many sensory activities with the children, such as painting with shaving cream. How can this activity be extended successfully?

a. ask the children if they enjoyed the activity

b. * add powdered tempera paint to shaving cream

c. praise the children for their efforts

d. encourage children to help clean up after the activity

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: D Promoting Physical Development

Task: 6 Provide opportunities for sensory experiences

Performance Objective:

Given: Given children's curriculum resources,

Task: the student plans and interacts with a child in a sensory learning experience

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jill, a child care worker, must plan a sensory learning experience on short notice. Which would be the most appropriate activity?

a. taking a field trip to the zoo

b. * making play dough with orange food coloring

c. listening to a demonstration of a police siren

d. watching a video about the five senses

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 1 Plan and guide developmentally appropriate language experiences

Performance Objective:

Given: Given a list of developmentally appropriate and inappropriate language experiences for 3- and 4-year-old children,

Task: the student identifies appropriate language experiences for 3- and 4-year-old children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would **not** be an appropriate language experience for three- and four-year-old children?

a. listening to their voices on a tape recorder

b. learning finger plays

c. * recognizing colors and shapes

d. looking at and listening to a book/tape set

(NOTE: * represents correct response)

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 1 Plan and guide developmentally appropriate language experiences

Performance Objective:

Given: Given a list of story-telling techniques (e.g., puppets, touch and tell, taped, completion, flannel board, big book),

Task: the student differentiates among story-telling techniques appropriate for infants, toddlers, preschool, and school-age children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Susan is responsible for storytelling time in the toddler classroom. Today she has been asked to provide a story for school-age children. Which technique that she uses successfully with toddlers is not appropriate for school-age children?

a. flannel board stories

b. puppets

d. * touch and tell

e. story on recorded tape

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	2	Guide the child in problem solving and decision making

Performance Objective:

Given:	Given a child care setting,
Task:	the student demonstrates abilities to create situations that encourage the child to think and solve problems
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Typical learning centers accommodate small groups of children. Which strategy encourages the children to make decisions?

a. assigning children to centers

b. * allowing children to choose centers

c. rotating children on a time schedule

d. allowing a designated child to assign centers

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	2	Guide the child in problem solving and decision making

Performance Objective:

Given:	Given classroom instructions,
Task:	the student identifies examples of situations that provide the child opportunities to develop problem-solving skills
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which situation does **not** provide a child the opportunity to develop problem-solving skills?

a. Afternoon snacks are on the table between 3:00 and 3:30 while children are having free play. Children may choose to have a snack or not.

b. Each morning when children arrive they are encouraged to choose a center to play in.

c. During library time children may select any book from the shelf.

d. * During circle time each child is required to sit in the circle.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	3	Offer opportunities for emerging literacy

Performance Objective:

Given:	Given classroom instructions,
Task:	the student recognizes characteristics of emerging literacy
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which behavior is **not** a characteristic of emerging literacy?

a. scribbles notes to classmates

b. looks at book and tells story

c. * recites the alphabet

d. recognizes name in print

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 3 Offer opportunities for emerging literacy

Performance Objective:

Given: Given a story-time situation,

Task: the student develops a plan for assisting the child to retell a story

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

After reading to the preschool class, Julie encourages the children to retell the story. Which technique could she use to assist them?

a. convergent questions about the story

b. * divergent or sequencing questions about the story

c. children describe the main character

d. children discuss other favorite books

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 3 Offer opportunities for emerging literacy

Performance Objective:

Given: Given a day care setting,

Task: the student provides the child with easy access to markers, pencils, crayons, and plain drawing paper

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Children should be provided with easy access to markers, pencils, crayons, and plain drawing paper.

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	4	Join child's activities

Performance Objective:

Given:	Given a child care setting,
Task:	the student demonstrates ways of interacting with children to help them develop confidence and curiosity
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Workers at Happy Hills Child Care Center interact with children to help them develop confidence and curiosity. Which strategy is not appropriate?

a. plan activities that are developmentally appropriate

b. provide opportunities for children to feel success

c. offer to help children learn new skills until they can manage on their own

d. * avoid repetition and move on once a task is mastered

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	4	Join child's activities

Performance Objective:

Given: Given classroom instructions,

Task: the student explains the importance of participating in a child-initiated activity

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why should a child care worker participate in child-initiated activities?

a. reinforces the child's problem solving skills

b. provides the child with opportunities to make decisions

c. fosters the child's feelings of positive self-confidence

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 5 Plan and guide developmentally appropriate premath activities

Performance Objective:

Given: Given premath equipment in the learning environment,

Task: the student conducts premath activities by involving children with real objects (including sorting, grouping, matching, counting and sequencing)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which premath activity requires children to use real objects?

a. completing work sheets

b. counting by rote

c. coloring by number

d. * sorting crackers

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 5 Plan and guide developmentally appropriate premath activities

Performance Objective:

Given: Given a developmental checklist,

Task: the student evaluates the developmental premath readiness of the child

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity demonstrates premath readiness?

a. painting by number

b. completing a dot-to-dot sheet

c. * sorting four sizes of blocks

d. coloring a coloring book page

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	6	Plan and guide developmentally appropriate science and nature activities

Performance Objective:

Given:	Given a list of age groups,
Task:	the student determines developmentally appropriate science and nature activities for toddlers, preschool, and school-age children
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

For which age group is growing mealworms a developmentally appropriate science and nature activity?

a. toddlers

b. preschool

c. school-age

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 6 Plan and guide developmentally appropriate science and nature activities

Performance Objective:

Given: Given science equipment in the learning environment,

Task: the student conducts developmentally appropriate science and nature activities with animals, water and plants

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an appropriate science and nature activity to conduct during a unit on "Living Things"?

a. growing mealworms in a shoebox

b. sprouting beans in an unbreakable jar

c. * washing dolls in a basin of water

d. caring for hamsters in a wire cage

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	E	Facilitating Cognitive Development
Task:	7	Assess child's cognitive development

Performance Objective:

Given: Given a cognitive developmental checklist,

Task: the student identifies the child's cognitive developmental level

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jessica is imitating her teacher by "play reading" a story to other children. Which stage of Piaget's theory of children's thinking does this represent?

a. sensory-motor

b. concrete operations

c. * preoperational

d. formal operations

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: E Facilitating Cognitive Development

Task: 7 Assess child's cognitive development

Performance Objective:

Given: Given classroom instructions,

Task: the student lists Piaget's stages of development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a stage of cognitive development according to Piaget?

a. sensorimotor

b. preoperational

c. concrete operations

d. * psychosocial

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 1 Use appropriate oral communication

Performance Objective:

Given: Given a child care setting,

Task: the student demonstrates the use of proper grammar

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Four-year-old Jani exclaims, "I runned all the way here!" Which is the best response from the teacher?

a. "Yes, you runned and runned, didn't you?"

b. "Jani, please use proper grammar when you speak."

c. "Be quiet Jani. It is time for your nap."

d. * "Yes, you ran all the way here."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 1 Use appropriate oral communication

Performance Objective:

Given: Given a list of statements with correct and incorrect grammar,

Task: the student selects those with correct grammar

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an example of correct grammar usage?

a. "Him and I made that."

b. "I think I seen that movie before."

c. "Your child didn't do no artwork today."

d. * "I like your fantastic picture."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 2 Listen actively

Performance Objective:

Given: Given classroom instructions,

Task: the student lists active listening skills to use with the children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an active listening skill?

a. responding to the child by repeating what was just said

b. listening attentively to what the child says

c. listening and accepting the child's feelings

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 2 Listen actively

Performance Objective:

Given: Given active listening games, such as "telephone" and "gossip", and using record tapes,

Task: the student demonstrates comprehension of spoken language

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. One example of active listening is to paraphrase the child's ideas back to him or her.

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 3 Select a method of communication

Performance Objective:

Given: Given classroom instructions,

Task: the student compiles a list of ways to communicate

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During group time, Sara continually talks out of turn. Other than speaking directly to her, which method of communication can the child care worker use to help Sara wait until it is her turn to speak?

a. establish eye contact with Sara

b. silently put finger to lips

c. place an arm around Sara

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 3 Select a method of communication

Performance Objective:

Given: Given a scenario,

Task: the student selects an appropriate method of communication

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Gillian is crying. Which method of communication should the child care worker use to comfort her?

a. speak loudly so Gillian can hear words of comfort

b. cry with Gillian to show sadness

c. shame Gillian for crying

d. * place an arm around Gillian

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 4 Recognize and use appropriate nonverbal communication

Performance Objective:

Given: Given a child care setting,

Task: the student demonstrates positive use of nonverbal communication, such as smiling, silence, and gestures

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The children at Morning Glory Day Care have done a great job finishing today's art activity. How could the teacher best communicate nonverbal praise for the children's work?

a. place a small sticker on the corner of each child's artwork

b. give each child a smile, wink, or pat on the back

c. display each child's work on the wall or bulletin board

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	F	Communicating Effectively (child care worker)
Task:	4	Recognize and use appropriate nonverbal communication

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies ways to communicate positive reinforcement through nonverbal communication

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Andy spilled his milk during lunch. Which response indicates positive reinforcement through nonverbal communication?

a. frown, hand Andy a towel

b. smile, wipe up the milk while Andy watches

c. * smile, hand Andy a towel

d. smile, ask the assigned helper to wipe up the milk

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 5 Use written communication

Performance Objective:

Given: Given classroom instructions,

Task: the student prepares a parent newsletter

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. It is appropriate to include a brief section containing confidential information in a parent newsletter.

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 5 Use written communication

Performance Objective:

Given: Given classroom instructions,

Task: the student demonstrates appropriate use of written communication, such as spelling correctly, writing a correct manuscript, and writing legibly

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which statement is correctly written?

a. I enjoy there songs about animals.

b. She and me did this puzzle in five minutes.

c. The activity was a appropriate one for the group.

d. * Children learn through play.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	F	Communicating Effectively (child care worker)
Task:	6	Model appropriate communication skills

Performance Objective:

Given:	Given information presented in class,
Task:	the student identifies types of questions (e.g., minimal response, convergent, divergent)
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown, and Jill came tumbling after.

Which is a divergent question?

a. Where did Jack go?

b. * Where did Jack and Jill go after they got the water?

c. Who fell down the hill?

d. What did Jack and Jill get in the pail?

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: F Communicating Effectively (child care worker)

Task: 6 Model appropriate communication skills

Performance Objective:

Given: Given a class activity,

Task: the student formulates open-ended questions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an open-ended question?

a. What color is a stop sign?

b. How many legs does a dog have?

c. What did you have for dinner last night?

d. * Where could a dinosaur sleep?

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 1 Emphasize process-oriented not product-oriented activities

Performance Objective:

Given: Given specific creative play materials, such as play dough,

Task: the student encourages creativity through self-exploration by questioning, modeling, and introducing new materials

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which creative activities encourage self-exploration?

a. sawing boards in the woodworking area

b. wearing a chef's hat in the housekeeping area

c. manipulating sawdust play dough in the art center

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 1 Emphasize process-oriented not product-oriented activities

Performance Objective:

Given: Given information in class,

Task: the student differentiates between process- and product-oriented activities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a process-oriented activity?

a. copying clay models

b. coloring work sheets

c. * painting with cotton balls

d. making paper chains

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 2 Provide unstructured materials that encourage self-expression

Performance Objective:

Given: Given unstructured materials (e.g., paint, play dough, music, boxes, blocks),

Task: the student conducts creative activities that encourage self-expression

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which art activity encourages creative self-expression?

a. gluing precut construction paper parts to a paper plate to make a bunny

b. modeling exact replicas of fruit from clay

c. coloring outlines of turkeys for a November coloring activity

d. * using tempera paints and various types of paper

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 2 Provide unstructured materials that encourage self-expression

Performance Objective:

Given: Given a list of age groups,

Task: the student selects unstructured materials that encourage self-expression

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which materials do **not** encourage self-expression with preschool children?

a. play dough

b. * coloring books

c. paint and paper

d. scraps of construction paper and paste

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 2 Provide unstructured materials that encourage self-expression

Performance Objective:

Given: Given a list of age groups,

Task: the student selects unstructured materials that encourage self-expression

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Blocks do not allow children to develop self-expression.

CHILD CARE WORKER

Competency:

Duty Area:	G	Encouraging Creativity
Task:	3	Provide opportunities for dramatic play

Performance Objective:

Given: Given dramatic play equipment (e.g., boxes, male and female dress-up clothes, hats),

Task: the student conducts dramatic play activities, such as in the areas of literature, housekeeping, and cultural awareness

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Dramatic play activities allow children to use props and imitate others.

_F_ 2. Dramatic play is generally not good because it encourages children to live in a fantasy world.

CHILD CARE WORKER

Competency:

Duty Area:	G	Encouraging Creativity
Task:	3	Provide opportunities for dramatic play

Performance Objective:

Given:	Given dramatic play equipment (e.g., boxes, male and female dress-up clothes, hats),
Task:	the student conducts dramatic play activities, such as in the areas of literature, housekeeping, and cultural awareness
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a desired outcome of a dramatic play activity?

a. acting out fantasies

b. imitating others

c. experimenting with roles in a safe environment

d. * learning through required participation

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	G	Encouraging Creativity
Task:	3	Provide opportunities for dramatic play

Performance Objective:

Given: Given classroom instructions,

Task: the student compiles a list of props to use in dramatic play

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an appropriate prop for dramatic play?

a. male and female clothing

b. boxes of various sizes and shapes

c. oriental hats and dresses

d. * puzzles about holidays

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 4 Guide child in creative art activities

Performance Objective:

Given: Given a list of age groups,

Task: the student determines appropriate creative art equipment and activities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which creative art activity is most appropriate for four-year-old children?

a. coloring work sheets

b. * creating a collage of colored shapes

c. making realistic models in clay

d. copying a paper plate turtle

(NOTE: * represents correct response)

Competency:

Duty Area: G Encouraging Creativity

Task: 4 Guide child in creative art activities

Performance Objective:

Given: Given a child care setting,

Task: the student demonstrates skills in guiding a child in creative art activities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which statement demonstrates appropriate guiding of children in a creative art activity?

a. "You were to make your snake just like mine."

b. "Don't color outside of the lines."

c. * "Tell me about your fantastic picture."

d. "I like Jesse's picture better."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: G Encouraging Creativity

Task: 5 Provide activities for self-expression through music and dance

Performance Objective:

Given: Given music and dance equipment,

Task: the student conducts creative activities for self-expression through songs, body movements, and finger plays

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which creative activity does **not** help develop self-expression?

a. moving a scarf to "My Playful Scarf" song

b. swinging ribbons to recorded music

c. * sitting in a chair while learning a song by rote

d. playing musical instruments to imitate a rainstorm

(NOTE: * represents correct response)

Competency:

Duty Area: G Encouraging Creativity

Task: 5 Provide activities for self-expression through music and dance

Performance Objective:

Given: Given a list of age groups,

Task: the student determines music and dance equipment and activities for each group

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which musical instruments and props are developmentally appropriate for children ages three, four, and five?

a. scarves

b. drums

c. bells

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 1 Encourage cooperation in play

Performance Objective:

Given: Given a physical environment for two or more children,

Task: the student plans an activity for group participation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the best activity for encouraging group participation?

a. weaving paper place mats

b. matching shapes using a computer program

c. * reading and discussing a story about friends

d. placing pegs in a peg board

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	H	Developing Social Skills
Task:	1	Encourage cooperation in play

Performance Objective:

Given: Given a scenario,

Task: the student determines strategies to include the child as part of the group

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What should the teacher do to help Kelsey as she attempts a group block-building activity for the first time?

a. offer continual assistance by handing blocks to Kelsey

b. * stay in the background as much as possible and observe

c. tell the other children to let Kelsey have most of the blocks

d. ignore the children completely and move away from the block area

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	H	Developing Social Skills
Task:	2	Identify the levels of play

Performance Objective:

Given: Given classroom instructions,

Task: the student creates and identifies stages of play

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a stage of play?

a. parallel

b. cooperative

c. * dramatic

d. solitary

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	H	Developing Social Skills
Task:	2	Identify the levels of play

Performance Objective:

Given:	Given a play situation where two or more children are involved,
Task:	the student identifies the different stages of play
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Children are working together to build a block structure. Which level of play does this reflect?

a. solitary play

b. parallel play

c. onlooker play

d. * cooperative play

(NOTE: * represents correct response)

Competency:

Duty Area: H Developing Social Skills

Task: 3 Assess child's level of social development

Performance Objective:

Given: Given stages of Erickson's psychosocial theory and hypothetical case study,

Task: the student assesses the child's social competency compared to Erickson's theory of social and emotional development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Billy is beginning to decide for himself in which activity he wishes to participate. According to Erickson's psychosocial theory, which stage is Billy experiencing?

a. trust versus mistrust

b. * autonomy versus shame and doubt

c. initiative versus doubt

d. all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 3 Assess child's level of social development

Performance Objective:

Given: Given a social development situation,

Task: the student identifies the child's level of social development

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Mary, Scotty, and Tina are playing in the sandbox. Mary is making sand castles, Tina is busy playing with sand toys, and Scotty is creating roads with toy trucks. Which level of play as it relates to social development is being demonstrated?

a. solitary

b. interactive

c. * parallel

d. symbolic

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 4 Help child to learn to respect the rights and property of others

Performance Objective:

Given: Given a learning environment,

Task: the student guides children to recognize and appreciate racial, ethnic, and ability differences

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity guides children to recognize and appreciate racial, ethnic, and ability differences?

a. playing with children across different racial groupings

b. reading stories about disabled children

c. cooking and tasting ethnic food

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	H	Developing Social Skills
Task:	4	Help child to learn to respect the rights and property of others

Performance Objective:

Given:	Given a learning environment,
Task:	the student reinforces behaviors that show respect for the rights of others through activities (e.g., circle time, sharing time, group time)
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The children have decided to play house. Two of the children want to be the daddy and two want to be the baby. How should the child care worker respond?

a. intercede and assign roles

b. * allow the children to decide

c. demand that everyone leave the play area

d. ignore the situation

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Developing Social Skills
Task:	5	Assist child to acquire self-help skills

Performance Objective:

Given:	Given a list of self-help skills for each age level,
Task:	the student matches the skills with the developmental level
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which self-help skills are characteristic of a toddler?

a. washes own paintbrushes

b. completes puzzle and returns it to shelf

c. * feeds self

d. arranges blanket on cot

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Developing Social Skills
Task:	5	Assist child to acquire self-help skills

Performance Objective:

Given:	Given self-care sequences (e.g., washing hands, putting material in proper place),
Task:	the student provides opportunities for self-help experiences to reinforce skills
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. When teaching self-help skills, one should tell the children the steps of the skill first, then demonstrate the skill, and then practice the skill with them.

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 6 Model appropriate social skills

Performance Objective:

Given: Given a case study of appropriate and inappropriate social skills,

Task: the student chooses appropriate social skills for the child care worker

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Scotty, age 4, has learned to zip jackets. He is so proud of his new skill that he insists on zipping every child's jacket, whether he is asked to or not. Which is the appropriate response of the child care worker?

a. call to him to stop

b. * give him practice models to zip up

c. tell the supervisor of the child care center

d. tell his parents

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 6 Model appropriate social skills

Performance Objective:

Given: Given a child care environment,

Task: the student demonstrates acceptable social skills

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During a role-play situation, the student demonstrates mealtime situations. Which reflects appropriate social skills?

a. using self-help skills

b. recognizing healthy foods

c. * practicing courtesy

d. practicing hand-eye coordination skills

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: H Developing Social Skills

Task: 7 Help child learn to express and to control emotions

Performance Objective:

Given: Given a display area,

Task: the student creates posters of acceptable and unacceptable social and emotional interactions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The child care workers at Happy Days Child Care Center are designing a poster display about acceptable and unacceptable social interactions. Which poster would be most appropriate for this theme?

a. * children eating a snack at the table

b. children watching television

c. parent reading a newspaper at the library

d. child looking in a mirror and brushing his/her teeth

(NOTE: * represents correct response)

Competency:

Duty Area: H Developing Social Skills

Task: 7 Help child learn to express and to control emotions

Performance Objective:

Given: Given the appropriate situation,

Task: the student provides opportunities for the child to express and control emotions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

While Kara is playing in the housekeeping area, the child care worker notices her acting aggressively toward a doll. Which is the child care worker's appropriate first response?

a. * intercede and encourage Kara to verbalize her aggressive behavior

b. immediately take the doll away and make Kara sit in time out

c. ignore Kara's aggressive behavior and hope that the behavior ceases

d. all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	I	Enhancing Self-Concepts
Task:	1	Address child by name

Performance Objective:

Given: Given a child's name,

Task: the student spells the name correctly

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Using each child's name when speaking and spelling each child's name correctly helps build a positive self-concept.

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 1 Address child by name

Performance Objective:

Given: Given a child care setting,

Task: the student identifies each child's first name

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Correctly writing each child's name on his/her artwork helps the child care worker to identify each child.

CHILD CARE WORKER

Competency:

Duty Area:	I	Enhancing Self-Concepts
Task:	2	Interact with child as an individual and in group settings

Performance Objective:

Given:	Given a play situation and photographs,
Task:	the student supports the child's developing awareness of self as a member of family or group
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. A good activity for enhancing self-concept is "family day," a special day on which each child brings family pictures to share with the the group.

CHILD CARE WORKER

Competency:

Duty Area:	I	Enhancing Self-Concepts
Task:	2	Interact with child as an individual and in group settings

Performance Objective:

Given:	Given a list of activities,
Task:	the student selects one to enhance each child's self-esteem
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity does not enhance a child's self-esteem?

a. serving as a helper

b. leading an activity

c. * watching others perform assigned tasks

d. turning the pages of a record storybook

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	I	Enhancing Self-Concepts
Task:	3	Provide opportunities for success

Performance Objective:

Given: Given a list of opportunities,

Task: the student plans and demonstrates successful experiences for each age group

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a characteristic of a child with a positive self-concept?

a. speaking positively about himself/herself

b. feeling proud of his/her accomplishments

c. making decisions on his/her own

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 3 Provide opportunities for success

Performance Objective:

Given:	Given a list of activities,
Task:	the student selects appropriate games and activities so that each child experiences success
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity does **not** offer appropriate experiences for each child?

a. making foot and hand prints

b. celebrating special occasions, such as birthdays

c. playing circle games, such as "Duck, Duck, Goose"

d. * choosing a few children to play while others watch

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 4 Identify behaviors which reflect negative and positive self-concepts

Performance Objective:

Given: Given a checklist for promoting a positive self concept,

Task: the student evaluates his/her own behaviors which reflect negative or positive self-concepts

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which promotes a positive self-concept?

a. * using a child's name when talking to him/her

b. shouting at a child who has done something wrong

c. ignoring a child's questions

d. making decisions for a child without his/her input

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	I	Enhancing Self-Concepts
Task:	4	Identify behaviors which reflect negative and positive self-concepts

Performance Objective:

Given:	Given a checklist,
Task:	the student identifies behaviors which promote development of a positive self-concept
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which behavior leads to a negative self-concept?

a. encouraging children to express themselves

b. helping children try new experiences

c. * discouraging independence in children

d. promoting children's natural curiosity

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 5 Accept individual differences of child and family

Performance Objective:

Given: Given a child care environment,

Task: the student encourages the child to share stories and activities from his/her family and culture

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Five-year-old Pedro is from Mexico. He is new to the child care center and is extremely shy. Which technique can the child care worker use to help Pedro share his native culture with the other children?

a. Assign Pedro to present an oral report about Mexico to the class.

b. * Invite Pedro's mother to prepare a Mexican dish for the class.

c. Ask Pedro wear a sombrero to class for several weeks.

d. Encourage Pedro to speak Spanish as much as possible.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 5 Accept individual differences of child and family

Performance Objective:

Given: Given proper tools for learning (e.g., books, picture stories, puppets),

Task: the student provides opportunities to help children accept individual differences and likenesses

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Using picture stories of children and families of other cultures allows children to see likenesses and differences among people.

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 6 Use positive language (i.e., avoid negative comments)

Performance Objective:

Given: Given a child care setting,

Task: the student comments directly, sincerely, and positively to children about their performance and ideas

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Making sincere, positive comments about a child's artwork will enhance the child's self-concept.

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 6 Use positive language (i.e., avoid negative comments)

Performance Objective:

Given: Given information presented in class,

Task: the student practices positive language skills while conducting experiences with the children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which statement is an example of negative language?

a. "Do try again."

b. * "Don't use that color."

c. "Your cutting skills are really improving."

d. "I like how you've learned to put toys away."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 7 Demonstrate positive attitudes and behaviors

Performance Objective:

Given: Given play situations,

Task: the student distinguishes between positive and negative attitudes and behaviors

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Allowing children to role-play does not help them learn differences between positive and negative attitudes and behavior.

CHILD CARE WORKER

Competency:

Duty Area: I Enhancing Self-Concepts

Task: 7 Demonstrate positive attitudes and behaviors

Performance Objective:

Given: Given a child care setting,

Task: the student displays positive attitudes and behaviors towards self and others

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which activity allows the child care worker an opportunity to display positive attitudes toward self and others?

a. telling a story

b. guiding transition times

c. preparing snack

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 1 Set and communicate limits for acceptable behavior

Performance Objective:

Given: Given guidance techniques,

Task: the student sets a limited number of enforceable rules for acceptable behavior

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which guidance technique allows a child care worker to set only a few rules for acceptable behavior?

a. identifying rules of the child care center

b. using consistent limits

c. using clearly defined limits

d. * all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	J	Providing Guidance
Task:	1	Set and communicate limits for acceptable behavior

Performance Objective:

Given:	Given guidance techniques,
Task:	the student sets a limited number of enforceable rules for acceptable behavior
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Yesterday, John was disciplined for running inside. He ran inside today and was disciplined again. Which guidance technique is being used?

a. firmness

b. * consistency

c. choices

d. fairness

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 1 Set and communicate limits for acceptable behavior

Performance Objective:

Given: Given a case study,

Task: the student selects and uses a variety of positive guidance methods (e.g., redirection, listening)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Scott is playing in the dollhouse with Jan. Tad comes over and begins to push and shove Jan and Scott. How should the child care worker respond?

a. allow Scott and Jan to deal with Tad

b. demand that Tad comes out of the area

c. * remind Tad about the rules and consequences

d. none of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 2 Direct and guide acceptable behavior

Performance Objective:

Given: Given a child care setting,

Task: the student establishes guidelines that encourage self-control for a child's behavior

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

While playing in the sandbox, Scott threw sand. The child care worker reminded him that sand belongs in the sandbox and told him that if he threw sand again he would have to leave the play area. What does this warning allow Scott time to do?

a. * practice self-control or face the consequences

b. ignore the child care worker

c. face the consequences for his actions

d. all of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	J	Providing Guidance
Task:	2	Direct and guide acceptable behavior

Performance Objective:

Given:	Given a situation,
Task:	the student addresses the problem behavior rather than labeling the child
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Two children begin to fight over a toy while playing. Which action should the child care worker take?

a. Tell the children they are "bad" for fighting over a toy and they will never be allowed to play with each other again.

b. * Remind the children that hitting hurts and allow time out to think about their behavior.

c. Tell the children's parents/guardians how bad they have been and that such behavior won't be tolerated.

d. Leave the area and allow the children to work it out themselves.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 3 Redirect inappropriate behavior

Performance Objective:

Given: Given a child care setting,

Task: the student modifies play when it becomes overstimulating

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

After playing three physically active games, the children are overstimulated to the point of aggressiveness. What action should the child care worker take?

a. put all of the children in time out

b. * redirect the group to quiet activities

c. refuse the children lunch until they calm down

d. none of the above

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 3 Redirect inappropriate behavior

Performance Objective:

Given: Given a situation,

Task: the student anticipates confrontations between children and defuses problem behavior

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. When child care workers anticipate confrontations between children during play, they should intercede and redirect.

CHILD CARE WORKER

Competency:

Duty Area:	J	Providing Guidance
Task:	4	Communicate effectively

Performance Objective:

Given: Given a situation,

Task: the student reminds children of the rules and restates rules when they are forgotten or disobeyed

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Sheila is running from one end of the teeter-totter to the other. The child care worker reminds her to sit on the teeter-totter so that no one gets hurt. Which technique is the child care worker using?

a. * restating the rule

b. redirecting the activity

c. prompting further action

d. suggesting an alternate activity

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 4 Communicate effectively

Performance Objective:

Given: Given a situation,

Task: the student explains the reasons for limits in simple words

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The child care worker reminds the children that blocks are for building and that blocks used as balls can cause accidents. Which guidance principle does this statement reflect?

a. * using simple language to redirect the activity

b. displaying indirect guidance skills

c. encouraging independence and self-help skills

d. allowing children to experience logical consequences

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 5 Demonstrate consistency

Performance Objective:

Given: Given a situation,

Task: the student describes methods for enforcing rules fairly

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Children follow rules best when they are enforced in a consistent manner.

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 5 Demonstrate consistency

Performance Objective:

Given: Given rules which protect the health and safety of children aged 2-5,

Task: the student explains the importance of rules as they apply to child care setting goals

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When situation would require that a child be kept at home in order to safeguard the health of other children enrolled in a child care setting?

a. a splinter in his/her finger

b. unhappiness

c. * sore, discharging eyes

d. no breakfast

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	J	Providing Guidance
Task:	6	Use appropriate consequences for inappropriate behavior

Performance Objective:

Given:	Given guidelines for behaviors and routines for children aged 2-5,
Task:	the student identifies and discusses methods for redirecting inappropriate behavior
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Direct guidance, when used as a method of redirecting inappropriate behavior, does **not** include:

a. showing consistency

b. maintaining a positive outlook

c. * displaying anger

d. speaking in a relaxed voice

(NOTE: * indicates correct response)

CHILD CARE WORKER

Competency:

Duty Area:	J	Providing Guidance
Task:	6	Use appropriate consequences for inappropriate behavior

Performance Objective:

Given:	Given case studies,
Task:	the student describes techniques for redirecting inappropriate behavior of young children
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Avery is repeatedly hitting children with the blocks in the block area. Which technique is appropriate for redirecting his behavior?

a. * guide Avery to the play dough

b. place Avery in time out for thirty minutes

c. allow the other children to throw blocks at Avery

d. deny Avery outdoor activity

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Providing Guidance
Task:	7	Use positive reinforcement

Performance Objective:

Given: Given a scenario of disruptive behavior exhibited by a child,

Task: the student lists positive behaviors displayed by the child

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jimmy is a compulsive hitter, often hitting children with toys hard enough to really hurt. Today he played with Andrew in the block area without any incidents. Which is a positive statement a child care worker could make to Jimmy about his behavior?

a. "Jimmy, I'm glad you didn't hit Andrew."

b. "Jimmy, you should play with Andrew again tomorrow."

c. * "Jimmy, you and Andrew played so well together today."

d. "Jimmy, you didn't hit Andrew today."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: J Providing Guidance

Task: 7 Use positive reinforcement

Performance Objective:

Given: Given a list of inappropriate behaviors,

Task: the student demonstrates positive reinforcement techniques

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the positive response to the inappropriate behavior.

		BEHAVIOR		RESPONSE
d	1.	Billy spills his milk.	a.	"Please use your indoor voice."
c	2.	Mary is running around the room.	b.	"Stop! Walk around the swings, please."
b	3.	Brian walks in front of the swings.	c.	"Please walk."
a	4.	Judy is screaming loudly in the housekeeping area.	d.	"Accidents will happen."
			e.	"Stop that right now!"

Competency:

Duty Area: K Relating To Families

Task: 1 Provide parent education

Performance Objective:

Given: Given reference books,

Task: the student lists books about parenting in order to establish a lending library for parents/guardians

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Parents as Partners in Education is an appropriate reference book about parenting to include in a lending library for parents/guardians.

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 1 Provide parent education

Performance Objective:

Given: Given information presented in class,

Task: the student writes an article for a newsletter (producing information such as a review of classroom activities, special activities for children to do at home, upcoming events, summaries of books related to parenting)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. An appropriate article for the parent's/guardian's newsletter would include summaries of books or articles related to parenting.

Competency:

Duty Area: K Relating To Families

Task: 2 Cooperate with parents

Performance Objective:

Given: Given information presented in class,

Task: the student outlines what parents/guardians and caregivers can do to work cooperatively

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Using parents/guardians as volunteers provides them with opportunities for working cooperatively with caregivers.

Competency:

Duty Area: K Relating To Families

Task: 2 Cooperate with parents

Performance Objective:

Given: Given information presented in class,

Task: the student describes ways to focus on parent's/guardian's expectations for children

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Including parents/guardians in planning and implementing goals and objectives for the child care center is not a way of focusing on their expectations.

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 3 Recognize diverse family structures

Performance Objective:

Given: Given classroom instructions,

Task: the student describes the changes in the traditional family structure

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Increases in the divorce rate and establishment of single-parent families influence family structure changes.

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 3 Recognize diverse family structures

Performance Objective:

Given: Given classroom instructions,

Task: the student describes how diverse family structures influence the need for child care services

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. An increase in the number of single parents/guardians and dual-income families has increased the need for child care services.

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 4 Involve parents in program

Performance Objective:

Given: Given a special event,

Task: the student lists activities suitable for parent/guardian participation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How can parents/guardians participate in special holiday celebrations?

a. * providing a special snack

b. planning gross motor activities

c. shopping for equipment

d. conducting the morning inspection

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 4 Involve parents in program

Performance Objective:

Given: Given a special event,

Task: the student designs an activity encouraging parent/guardian participation (e.g., prepare and share breakfast with dad)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. As a way of learning about children's experiences at the center, parents/guardians can be invited to a cooking activity such as preparing breakfast.

Competency:

Duty Area: K Relating To Families

Task: 5 Establish rapport with family

Performance Objective:

Given: Given a scenario,

Task: the student demonstrates ways of establishing rapport with a family member

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Conner falls frequently when walking, running, or playing. During a parent conference his mother says she knows he is clumsy. How should the child care worker describe Conner?

a. unhappy

b. handicapped

c. clumsy

d. * not physically coordinated

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 5 Establish rapport with family

Performance Objective:

Given: Given information presented in class,

Task: the student lists techniques to use when establishing rapport with families

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which attitude is **not** appropriate when establishing rapport with families?

a. friendly

b. * critical

c. accepting

d. reassuring

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 6 Identify family's role as primary educator

Performance Objective:

Given: Given "Parents as Teachers" training information,

Task: the student describes ways to support the family's role as the primary educator

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Close home-school relationships do not support the family's role as primary educator.

Competency:

Duty Area: K Relating To Families

Task: 6 Identify family's role as primary educator

Performance Objective:

Given: Given "Parents as Teachers" training information,

Task: the student identifies ways the family serves as the primary educator

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Providing for the basic needs of children and being supportive are two ways in which the family serves as primary educator.

Competency:

Duty Area: K Relating To Families

Task: 7 Recognize various multicultural differences

Performance Objective:

Given: Given information presented in class,

Task: the student outlines ways to involve families with multicultural differences in the child care setting

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Parents/guardians can share their heritage by sharing games, songs, foods, and holiday observances related to their culture.

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 7 Recognize various multicultural differences

Performance Objective:

Given: Given a classroom setting,

Task: the student plans opportunities for family members to share their culture

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which special parent/guardian participation activity best reflects the ethnic heritage and background of the children?

a. playing on the playground

b. * cooking a variety of ethnic foods

c. fingerpainting

d. building with blocks

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 8 Maintain confidentiality about child and family

Performance Objective:

Given: Given a classroom instructions,

Task: the student describes tactful ways of handling conversations about confidential information

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a tactful way of handling conversations about confidential information?

a. talking openly to all parents/guardians

b. leaving open notes on the bulletin boards

c. sending messages via a neighbor

d. * meeting in a private area of the center

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: K Relating To Families

Task: 8 Maintain confidentiality about child and family

Performance Objective:

Given: Given confidential information about a child's family,

Task: the student demonstrates professionalism by keeping the information confidential

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Mrs. Jones approaches the teacher and asks, "Have you heard about Billy's mother's divorce? Is he going to remain in school? Who is picking him up? What have you heard?" How should the child care worker respond?

a. "Just let me tell you what I heard!"

b. "Call Judy's mother, she has all of the details."

c. * volunteer no information

d. tell her to keep her nose out of other people's business

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 1 Recognize role within the program

Performance Objective:

Given: Given a classroom setting,

Task: the student lists ways that the role of the child care worker influences the program

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. A healthy, happy environment for both children and adults is the result of an attitude of unity among staff members.

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 1 Recognize role within the program

Performance Objective:

Given: Given classroom instructions,

Task: the student indicates the responsibilities of the child care worker within the program

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Preparation of the learning environment is a responsibility of the child care worker.

Competency:

Duty Area: L Maintaining The Program

Task: 2 Support other staff members

Performance Objective:

Given: Given a child care setting,

Task: the student describes ways to support other staff members by working as a team

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Providing support for coworkers through actions and words is **not** a way of supporting fellow child care team members.

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 2 Support other staff members

Performance Objective:

Given: Given a list of team teaching techniques,

Task: the student selects those that enhance staff cooperation and support

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which team teaching technique enhances staff cooperation and support?

a. going on field trips together

b. attending movies together

c. * sharing ideas about goals

d. taking vacations together

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	L	Maintaining The Program
Task:	3	Keep records

Performance Objective:

Given: Given records kept in a child care setting,

Task: the student categorizes records into three types

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How are the records kept by a child care center classified?

a. parents/guardians, staff, volunteers

b. last year, this year, next year

c. in, out, pending

d. * financial, personnel, children

(NOTE: * represents correct response)

Competency:

Duty Area: L Maintaining The Program

Task: 3 Keep records

Performance Objective:

Given: Given information presented in class,

Task: the student names and describes types of records needed in a child care setting

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would **not** be included in personnel records kept on file in the child care center?

a. resume of teachers' experiences

b. record of promotions

c. record of sick leave

d. * checklist of children's competencies

(NOTE: * represents correct response)

Competency:

Duty Area: L Maintaining The Program

Task: 4 Comply with licensing regulations

Performance Objective:

Given: Given copies of licensing regulations,

Task: the student identifies licensing regulations common to all child care settings

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Although specific licensing regulations vary from one geographical area to another, safety requirements are common to all centers.

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 4 Comply with licensing regulations

Performance Objective:

Given: Given copies of licensing regulations,

Task: the student identifies the sequential flow of licensing procedures

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the first step in the licensing process?

a. licensing worker makes an evaluation of the facility

b. * applicant contacts the state licensing agency for information

c. applicant submits floor and building plans

d. applicant obtains a building permit

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 5 Comply with philosophy and personnel/program policies

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies elements of a child care program philosophy

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an element of a child care philosophy?

a. underlying attitudes and goals

b. expressions of ideals of the program

c. personal philosophies about working with children

d. * expectation that the children will perform as miniature adults

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 5 Comply with philosophy and personnel/program policies

Performance Objective:

Given: Given copies of the philosophy, program, and personnel policies,

Task: the student describes responsibilities of personnel to management and management to personnel

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a responsibility of a child care worker to the director of the center?

a. * be on time for work or call if there is an emergency that will cause tardiness or absence

b. refuse to perform duties other that those that are officially assigned in the job description

c. leave the center promptly at quitting time, even if a job is left unfinished

d. refuse to accept constructive criticism

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 6 Make and obtain materials

Performance Objective:

Given: Given a developmentally appropriate activity,

Task: the student compiles materials needed from available supplies

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which material is needed for finger painting?

a. construction paper

b. * glazed paper

c. oak tag

d. newsprint

(NOTE: * represents correct response)

Competency:

Duty Area: L Maintaining The Program

Task: 6 Make and obtain materials

Performance Objective:

Given: Given a developmentally appropriate activity,

Task: the student chooses materials for a toddler

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which ball is appropriate for a toddler's use?

a. small marble

b. 1" diameter super bounce ball

c. bowling ball

d. * soft foam ball

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 7 Determine cost of activities

Performance Objective:

Given: Given a list of supplies and the number of children involved,

Task: the student calculates the cost of the given activity

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A group of 20 children plan to grow flowers for Mother's Day gifts. Each child needs a flower seed (69 cents for a package of 50 seeds), a paper cup ($1.25 per package of 15), and a small amount of potting soil ($1.98 for 10 lbs.). Assuming none of the supplies is on hand, what is the total cost of this activity?

a. $3.80

b. $4.50

c. * $5.17

d. $5.36

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 7 Determine cost of activities

Performance Objective:

Given: Given a developmentally appropriate activity,

Task: the student lists the supplies needed for this activity

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which material is **not** needed to make play dough?

a. water

b. * sugar

c. salt

d. flour

(NOTE: * represents correct response)

Competency:

Duty Area: L Maintaining The Program

Task: 8 Write objectives/goals for activities

Performance Objective:

Given: Given a list of program objectives,

Task: the student identifies objectives for activities at each age level (e.g., infant, toddler, preschool, school-age)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When given a set of stringing beads, a child will be able to classify them using one attribute. For which age level is this objective appropriate?

a. infant

b. toddler

c. * preschool

d. school-age

(NOTE: * represents correct response)

Competency:

Duty Area:	L	Maintaining The Program
Task:	8	Write objectives/goals for activities

Performance Objective:

Given: Given a list of program goals,

Task: the student writes objectives for each goal

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

One goal of the ABC Child Care Center is that each child will develop habits and attitudes that promote and maintain physical health and well-being. Which could be an objective of this goal?

a. The child will learn to respect the rights of others.

b. * The child will taste a new food when offered one.

c. The child will be able to function independently and be self-reliant.

d. In group story time, the child will be able to listen to a short, simple storybook.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 9 Observe and record child's behavior

Performance Objective:

Given: Given a case study involving preschool children,

Task: the student selects a method to observe and record behavior (e.g., anecdotal notes, time sampling, event sampling, checklist)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which method is used to rapidly record specific information about a child's skills?

a. anecdotal record

b. time sampling

c. event sampling

d. * checklist

(NOTE: * indicates correct response)

CHILD CARE WORKER

Competency:

Duty Area: L Maintaining The Program

Task: 9 Observe and record child's behavior

Performance Objective:

Given: Given a child care setting and a behavior checklist,

Task: the student uses the checklist to document a child's behavior

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** appropriate to include on a skills checklist?

a. * family background

b. gross motor abilities

c. success at jumping rope

d. scissor-using ability

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	L	Maintaining The Program
Task:	10	Locate community resources

Performance Objective:

Given:	Given a list of instructional activities,
Task:	the student designs a parent/guardian questionnaire for identifying resource people
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which topic should **not** be included on a parent/guardian questionnaire designed to identify resource people?

a. hobbies of the father

b. hobbies of the mother

c. skills of the grandparents

d. * problems of the family

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	L	Maintaining The Program
Task:	10	Locate community resources

Performance Objective:

Given: Given a list of instructional activities,

Task: the student designs a parent/guardian questionnaire for identifying resource people

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. It is appropriate to ask about family problems on a parent/guardian questionnaire.

Competency:

Duty Area:	L	Maintaining The Program
Task:	10	Locate community resources

Performance Objective:

Given: Given a familiar community,

Task: the student lists resources available in that community

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

For which topic would a resource person be found at a small, all-volunteer fire department?

a. cultural awareness

b. grocery stores

c. animal habitats

d. * safety

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	M	Displaying Professionalism
Task:	1	Report suspected child abuse/neglect

Performance Objective:

Given:	Given a description of specific injuries,
Task:	the student determines if child abuse or neglect should be reported
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a sign of possible child abuse or neglect?

a. goes to the bathroom with difficulty

b. is dirty and inappropriately dressed for the weather

c. * has explainable bruises on shins

d. is withdrawn, passive, and uncommunicative

(NOTE * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 1 Report suspected child abuse/neglect

Performance Objective:

Given: Given a child care setting,

Task: the student explains procedures for reporting suspected child abuse or neglect

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** part of the procedure to report suspected child abuse?

a. make notes of child's appearance

b. * discuss your suspicions with friends

c. call the designated local agency for child abuse

d. be available to help the parent(s) and child throughout the investigation

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Displaying Professionalism
Task:	2	Provide a positive role model for child, parent(s), coworker(s)

Performance Objective:

Given: Given a case study,

Task: the student analyzes the caregiver's actions to determine if a positive role model is provided

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an example of the child care worker providing children with a good role model?

a. cooperating with other adults while working on an activity

b. taking turns with children using the favorite cookie cutter

c. * making jokes about a child who is different

d. showing concern for a child who is hurt

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 2 Provide a positive role model for child, parent(s), coworker(s)

Performance Objective:

Given: Given classroom instructions,

Task: the student lists behaviors that will help provide a positive role model

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which behavior would **not** provide a positive role model for young children?

a. offering comfort and/or affection to a child who is afraid, anxious, or physically hurt

b. * shouting across the room to stop two children who are wrestling

c. using books, toys, and equipment in a safe and appropriate manner

d. using good manners at snack and lunch times

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	M	Displaying Professionalism
Task:	3	Demonstrate energy, enthusiasm, and stamina

Performance Objective:

Given:	Given a case study,
Task:	the student analyzes the caregiver's actions to determine if energy, enthusiasm, and stamina are demonstrated
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an example of demonstrating energy when working with preschoolers?

a. smiling warmly at children when they arrive

b. working for an extended period with a child who is having difficulty using scissors

c. * walking across the playground to correct a misbehavior instead of yelling from where he/she is sitting

d. understanding the developmental stages of children

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 3 Demonstrate energy, enthusiasm, and stamina

Performance Objective:

Given: Given classroom instructions,

Task: the student lists behaviors that demonstrate energy, enthusiasm, and stamina

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which behavior would **not** demonstrate energy, enthusiasm, and stamina when working with young children?

a. greeting each parent with a warm smile

b. active involvement with the children

c. * arriving at work late regularly

d. beginning each day with planned activities that are developmentally appropriate

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 4 Show initiative

Performance Objective:

Given: Given a case study,

Task: the student determines if the caregiver shows initiative

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Charles read an article in Young Children about using puppets to tell stories. He then designed a unit with paper bag puppets telling nursery rhymes to preschoolers. Which professional quality is demonstrated?

a. * initiative

b. enthusiasm

c. stamina

d. energy

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 4 Show initiative

Performance Objective:

Given: Given classroom instructions,

Task: the student lists behavior that demonstrates initiative in a caregiver

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which example describes a child care worker demonstrating initiative?

a. finishing an assigned task

b. greeting each child with a warm smile

c. * seeing a broken toy truck in the sandbox and finding a way to fix it

d. walking across the playground to correct a misbehavior instead of yelling from where she/he is sitting

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	M	Displaying Professionalism
Task:	5	Display good work habits

Performance Objective:

Given: Given a case study,

Task: the student determines if the caregiver displays good work habits

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Angela, a caregiver at Heavenly Days Child Care Center, is often late for work, but attends church every Sunday. This is an example of good work habits.

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 5 Display good work habits

Performance Objective:

Given: Given classroom instructions,

Task: the student lists behaviors of a caregiver that demonstrate good work habits

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Getting along with coworkers is an example of a good work habit.

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 6 Use problem solving skills

Performance Objective:

Given: Given a conflict situation between two children,

Task: the student formulates an acceptable solution

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Holly and James are in a conflict about who gets to be the teacher while playing school. Which example does **not** use problem solving skills to come up with an acceptable solution?

a. allow Holly and James to discuss ways to resolve the conflict

b. allow other children in the group help identify solutions and list them on the chalkboard

c. * end the argument by telling Holly that she can be the teacher

d. explain the concept of team teaching to Holly and James as an alternative to having just one teacher

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 6 Use problem solving skills

Performance Objective:

Given: Given a conflict situation between two caregivers,

Task: the student formulates an acceptable solution

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Terry feels that Chris, his coworker, is not doing his fair share of diaper changing. Which is not a step in using problem solving skills to settle this conflict?

a. brainstorm possible solutions

b. have Terry and Chris document each time they change a diaper to discover if there is a problem

c. * tell Terry that it is his problem and not your concern

d. have a staff meeting where all child care workers talk about specific responsibilities

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 7 Separate personal and professional life

Performance Objective:

Given: Given a case study,

Task: the student analyzes the caregiver's actions to determine if personal problems are causing inappropriate behavior at work

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Lydia has worked at the child care center for five years. In the last month her coworkers have noticed that she seems unhappy. Which sign might be an indication to coworkers that Lydia could have a problem with chemical dependency?

a. has a new boyfriend who appears a bit wild

b. likes hard rock music

c. * is increasingly absent-minded and withdrawn

d. has a son who recently bought a skateboard

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	M	Displaying Professionalism
Task:	7	Separate personal and professional life

Performance Objective:

Given: Given a list of caregiver's responsibilities,

Task: the student organizes the list to allow for adequate personal and professional time

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. When asked to choose between personal and professional activities, a teacher with good time management skills will always choose the professional activity.

CHILD CARE WORKER

Competency:

Duty Area:	M	Displaying Professionalism
Task:	8	Accept constructive criticism

Performance Objective:

Given: Given a situation,

Task: the student uses "I" messages

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an example of an "I" message?

a. "Sammy, I am not telling you again to stop yelling."

b. "Nikki, please quit yelling; I can't stand it!"

c. * "Jeremy, I can't hear the story when you yell."

d. "Kelsey, I have to leave now."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 8 Accept constructive criticism

Performance Objective:

Given: Given criticism from a supervisor,

Task: the student chooses productive responses

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Elayne has been criticized by the director for using an inappropriate tone of voice with the children. How should she respond?

a. walk away without saying anything

b. tell the director that she disagrees

c. say she will work on this and then complain to coworkers

d. * ask a coworker's help in monitoring her tone of voice

(NOTE: * represents correct response)

Competency:

Duty Area: M Displaying Professionalism

Task: 9 Show interest in professional growth

Performance Objective:

Given: Given classroom instructions,

Task: the student selects professional organizations related to child care

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a professional organization concerned with child care?

a. * MENC

b. ACEI

c. NAEYC

d. FHA/HERO

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 9 Show interest in professional growth

Performance Objective:

Given: Given classroom instructions,

Task: the student lists methods of continuing education

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a viable method of continuing a caregiver's professional education?

a. join and be active in child care organizations

b. * attend work each day and put in extra hours if asked

d. read current publications concerning child care practices

e. attend workshops or classes about child care

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 10 Recognize standards of voluntary accreditation of child care programs

Performance Objective:

Given: Given classroom instructions,

Task: the student lists the steps required to obtain national and state accreditation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which step comes first in obtaining accreditation?

a. hire a consultant

b. * request information on accreditation from the appropriate agency

c. arrange for an accrediting team visitation

d. review a self-evaluation with the accrediting agency

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: M Displaying Professionalism

Task: 10 Recognize standards of voluntary accreditation of child care programs

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies the organization that accredits child care programs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. The national organization that is in charge of accreditation of child care programs is the Association for Childhood Education International.

CHILD CARE WORKER

Competency:

Duty Area:	N	Recognizing Special Needs
Task:	1	Implement individualized care plan for a child with special needs

Performance Objective:

Given: Given a list of types of special needs,

Task: the student identifies characteristics of children with each type of special need

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Four-year-old Ryan seems to be a normal little boy in every way. His intelligence level is quite high for his age. However, he has difficulty remembering simple things. Which special need might Ryan have?

a. cerebral palsy

b. Down's syndrome

c. * learning disability

d. mental retardation

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: N Recognizing Special Needs

Task: 1 Implement individualized care plan for a child with special needs

Performance Objective:

Given: Given a case study,

Task: the student focuses on the strengths of a child with special needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Krista, a lively three-year-old, has a hearing impairment. Which technique should not be used when talking to Krista?

a. get down to the child's eye level

b. * speak with increased volume and speed

c. use the same sentence structure used with other children

d. pause and wait for a response after speaking

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	N	Recognizing Special Needs
Task:	2	Adjust menus to meet special needs

Performance Objective:

Given: Given a menu,

Task: the student adjusts the menu to meet special dietary needs (e.g., diabetic, food allergy, vegetarianism)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Shannon is allergic to dairy products. The lunch menu is fried chicken, rice, carrot sticks, and pudding. Which menu substitution should be made?

a. ham for fried chicken

b. mashed potatoes for rice

c. cheese sticks for carrot sticks

d. * applesauce for pudding

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: N Recognizing Special Needs

Task: 2 Adjust menus to meet special needs

Performance Objective:

Given: Given a case study,

Task: the student identifies specific dietary needs (e.g., diabetic, frequent feedings)

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Charlie is allergic to wheat products. Which food could he eat?

a. slice of white bread

b. peanut butter cookie

c. * crisped rice cereal treat

d. macaroni and cheese

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: N Recognizing Special Needs

Task: 3 Adapt materials, equipment, and space

Performance Objective:

Given: Given an activity and a child with special needs,

Task: the student adapts the activity to meet the special needs of the child

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Leslie uses a wheelchair. The planned motor activity for today is large body movements to music. How can this activity be adapted to meet Leslie's special need?

a. change the planned activity to group singing

b. position Leslie in the front of the room to watch the activity

c. * have all the children sit on chairs to exercise

d. remove Leslie from the area so she won't feel excluded

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: N Recognizing Special Needs

Task: 3 Adapt materials, equipment, and space

Performance Objective:

Given: Given a child care facility,

Task: the student identifies necessary adaptations for special needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Happy Days Child Care Center has a mainstream program in which a child with physical handicaps has recently enrolled. Which adaptation is not necessary?

a. educate staff and children

b. make the center handicapped accessable

c. * provide play area separate from nonhandicapped children

d. alter emergency evacuation procedures

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	1	Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

a. attorney general

b. * governor

c. chairperson

d. president

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 1 Define Leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor ____________________
2. State FHA/HERO President ____________________
3. State Representative ____________________
4. Mayor ____________________
5. Chapter FHA/HERO President ____________________
6. Missouri State FHA/HERO Advisor ____________________
7. National FHA/HERO President ____________________
8. Principal ____________________
9. Superintendent ____________________
10. Regional FHA/HERO President ____________________
11. Homemaker ____________________

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 1 Define Leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Leadership involves both leading and following.

_T_ 2. Leadership reaches out and shares personal skills and resources.

_F_ 3. Leadership is an autocratic process.

_F_ 4. Leadership traits are inherited.

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	1	Define Leadership

Performance Objective:

Given:	Given information presented in class,
Task:	the student identifies/writes a definition of leadership
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes the roles of a leader?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the student identifies leadership skills

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Occupational Child Care Class sponsored an Open House for parents/guardians of children in the child development laboratory. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally was responsible for purchasing the refreshments by Tuesday, but found the order in her locker on Wednesday.

b. John's duty was to set up tables and chairs after school; he chose to attend basketball practice instead.

c. * Katherine sent invitations and arrived early to greet guests.

d. Jason set up the equipment for a musical activity, without allowing time to test it.

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. is regimented, is motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. The chapter president demonstrates good leadership by making members feel welcome.

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. When using correct parliamentary procedure in following an agenda, the president asks for the treasurer's report before the minutes are read.

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power of One recognition using letters a,b,c,d,e.

_a_ 1. select a module

_d_ 2. confer with measurement team

_c_ 3. form and carry out plan of action

_b_ 4. complete check list and determine goal

_e_ 5. submit evidence to state office

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a,b,c,d,e.

_c_ 1. compete/win at District STAR Events

_b_ 2. compete at regional level (optional)

_a_ 3. planning process at chapter level

_d_ 4. compete/win at State STAR Events

_e_ 5. compete at National STAR Events

CHILD CARE WORKER

Competency:

Duty Area: O Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

a. "I know everyone wants to have a dance."

b. * "Let's list all the possibilities."

c. "No one wants to do that."

d. "Red and white day is always Friday."

(NOTE: * represents correct response)

CHILD CARE WORKER

Competency:

Duty Area:	O	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given:	Given a problem,
Task:	the student uses leadership skills
Criteria:	based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

a. * Any member calls for a point of order.

b. * The chairperson or parliamentarian rules Bob out of order.

c. Only agreeing opinions can be discussed.

d. The advisor rules Bob out of order.

e. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)